

English 403.001--Discipline of English

Fall 2011

Dr. Bill Bolin

Office & Hours: HL324 TR 11:00a--noon, 3:30p—5:00p and by appt.

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COURSE DESCRIPTION

This course is designed primarily for those pursuing teacher certification in secondary English. Reading materials, online discussions, and class projects all will address methods of teaching composition and grammar in secondary schools. Some attention will be paid to TEKS /STAAR and the competencies of the TExES for secondary English. Handouts, notes, and other materials will be made available at the class wiki as the semester progresses:

<http://eng403.wikispaces.com/>

Required Texts

- *Preparing to Teach Writing: Research, Theory, and Practice*, 3rd ed. by James D. Williams (ISBN: 0-8058-4164-4)
- *Breaking the Rules: Liberating Writers through Innovative Grammar Instruction* by Edgar H. Schuster (ISBN: 0-325-00478-1)

Suggested texts:

- TEKS competencies for secondary English: <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110c.html>
- Documents related to STAAR: <http://www.tea.state.tx.us/student.assessment/staar/>
- Preparation manual for TEXES 131 (high school English): <http://www.texas.ets.org/prepMaterials/>
- MLA style: <http://owl.english.purdue.edu/owl/resource/747/01/>
- APA style: <http://owl.english.purdue.edu/owl/resource/560/01/>

LEARNER OUTCOMES

- to encourage you to become familiar with activities within the discipline of English studies.
- to help you participate in those activities.
- to give you a wide array of theories to consider before and while teaching writing and grammar.
- to challenge you both to question and to affirm what you think you already know about writing and about teaching English.
- to help you become familiar with the competencies of TExES/STAAR and the elements of TEKS
- to guide you in examining, employing, and critiquing those competencies and elements in useful ways

TE_xES

Students who plan to teach English, Spanish, or English as a Second Language in Texas public schools must pass the appropriate state certification tests. Contact Dr. Susan Stewart at <Susan_Stewart@tamu-commerce.edu> for details.

ASSIGNMENTS

Response Papers: You'll turn in 5 responses (1-2 typed, double-spaced pages each) to some of the reading assignments. These responses are not designed to test how well you've read the assigned material. Rather, they serve as opportunities for you to comment on one or two points in the reading, connecting those points to other reading and/or experiences, but *particularly to STAAR/TAKS*. Each response paper will be evaluated according to the level of detail in your insightful commentary and sensible connections to other reading, *particularly STAAR/TAKS*.

Quizzes: You'll take a number of timed quizzes to check your understanding of the assigned reading. The quizzes will usually be given during the first 15 minutes or so of a class meeting and cannot be made up if missed.

Exams: You'll have two exams, each covering roughly half of the semester. These exams will solicit short answers of 3 or 4 sentences as well as longer, more richly detailed essay responses. Submit two blank blue books with your name on them before the exam dates.

Discussion Starter: Each of you will lead discussion in one of the issues in the textbooks. A separate assignment sheet is forthcoming.

Paper: You will write a paper (6-8 typed, double-spaced pages, including a bibliography) addressing one of any number of issues in English studies. A more detailed assignment sheet is forthcoming. The assignment sheet will include a description of the **paper proposal**.

All writing, unless otherwise specified, must be typed and double-spaced and must conform to MLA or APA guidelines. As a rule I do not accept late assignments.

EVALUATION

You have the opportunity to earn up to 200 points this semester. Here are the values of each assignment, as well as the point ranges for semester grades:

Assignment Values	Semester Grade Point Ranges
Response Papers 25 pts. (5 @ 5 pts. each)	180-200=A
Quizzes 25 pts. (5 @ 5 pts. each)	160-179=B
Discussion Starter 30 pts.	140-159=C
Mid-term exam 30 pts.	120-139=D
Paper Proposal 10 pts.	0-119=F
Paper 50 pts.	
Final exam 30 pts.	

ATTENDANCE

Regular attendance is important for several reasons, but it is especially important for you to keep up with the assignments in this class. The tentative calendar below offers only the most general description of activities; more detail will be provided in class as the semester goes on. If you are absent the day an assignment is due, you must contact me and make satisfactory arrangements for turning in the assignment. In most cases, such arrangements will include your emailing the assignment to me as an attachment by the deadline. Failure to make *prior satisfactory* arrangements will result in your forfeiting the right to turn in that assignment. As per university policy, excessive absences (three weeks' worth) will result in your being dropped from the course.

ACADEMIC HONESTY STATEMENT

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Plagiarism on one assignment in this course will most likely lead to a failing grade for the course.

CALENDAR

Aug. 30	Intro to class; harmless diagnostic exam
Sept. 1	Williams, "Preface"; Schuster, "Introduction"
Sept. 6	Early Rhetoric: Williams, Chap. 1; RP1 due
Sept. 8	Early Rhetoric: Discussion Starter on using classical rhetoric to teach writing

Sept. 13	Contemporary Rhetoric: Williams, Chap. 2
Sept. 15	Contemporary Rhetoric: Discussion Starter on contemporary rhetoric and writing instruction
Sept. 20	Writing as a Process: Williams, Chap. 3; RP2 due
Sept. 22	Writing as a Process: Discussion Starter on writing as a process; Discussion Starter on Nat'l Council of Teachers of English (NCTE)
Sept. 27	Writing Workshops: Williams, Chap. 4
Sept. 29	Writing Workshops: Discussion Starter on writing workshops; Discussion Starter on expressivist pedagogy
Oct. 4	Reading and Writing Connection: Williams, Chap. 5
Oct. 6	Reading and Writing Connection: Discussion Starter on the reading and writing connection
Oct. 11	Grammar and Writing Connection: Williams, Chap. 6; RP3 due
Oct. 13	Grammar and Writing Connection: Discussion Starter on uses of formal grammar instruction; Discussion Starter on formalist pedagogy
Oct. 18	Exam 1
Oct. 20	Language Acquisition: Schuster, Chap. 1; Williams, Chap. 8; Discussion Starter on teaching ESL
Oct. 25	Traditional Grammar: Schuster, Chap. 2; RP4 due
Oct. 27	Grammar and Usage: Schuster, Chap. 3
Nov. 1	Grammar and Writing Connection: Schuster, Chap. 4
Nov. 3	Punctuation: Schuster, Chap. 5; Proposal due
Nov. 8	Grammar Conventions: Schuster, Appendix; Williams, Appendix A; RP5 due
Nov. 10	Plagiarism: Readings on reserve; Discussion Starter on addressing academic plagiarism; Discussion starter on paper mills and detection software
Nov. 15	Writing Assignment Design: Williams, Chapter 9
Nov. 17	Writing Assignment Design: Discussion Starter on assignment design; Discussion starter on rhetoricist pedagogy
Nov. 22	Writing Assessment: Williams, Chapter 10
Nov. 24	Thanksgiving Holiday
Nov. 29	Writing Assessment: Discussion Starter on writing assessment; Discussion Starter on Association of Teachers of Grammar (ATEG)

Dec. 1 Paper due; seminar on paper

Dec. 6 Exam review; seminar continued

Dec. 8 Exam 2

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct.